Effective: Spring 2017
Last Reviewed: 03/08/2017

Course Outline

BASIC COURSE INFORMATION

Course Number: LIBT 212

Course Title: RESEARCH SKILLS FOR INFORMATION AGE

Total Student Hours and Credit			
		Hours/Week	Hours/Term
Lecture Hours	in-class	1.00	18.00
	out-of-class	2.00	36
Lab Hours	in-class	0	0
	out-of-class	0	0
Activity Hours	in-class	0	0
	out-of-class	0	0
TBA Hours Per Term			0
Total Student Hours Per Term:			54.00
Hours-per-unit Divisor			54.00
Units of Credit:			1.00

Fall semester term is 18 weeks. Spring semester term is 17 weeks. The term length multiplier is 17.5 weeks. Curriculum is calculated based on 18 weeks.

Catalog Description:
An information literacy course for students wishing to improve their research skills. This course will prepare students to effectively address different information questions, problems or issues by providing them with the skills to locate, interpret, analyze, synthesize, evaluate and communicate information.

Schedule Description:
An information literacy course for students wishing to improve their research skills. Transfer: CSU; UC. (Formerly LIBINF12)

Division: Library/Learning Resources

Department: Library/Info Technology

Minimal Qualification Discipline Designation (MQDD): Library Science

Degree Applicability: Credit - Degree Applicable

Methods of Instruction:

- Lecture and/or discussion
- Distance Education

Grading Method:

- Letter Grade Only

Repeatability:

Course Cap: 35

Face-to-Face Modality Limit: 35

DE Modality Limit: 35

STUDENT LEARNING OUTCOMES

1. Conceptualize and communicate a research topic or information need.
2. Locate, use, and evaluate library and information resources relevant to research topic or personal information need.
3. Synthesize material and evaluate whether research topic or information need has been successfully satisfied.

COURSE CONTENT

Objectives:
Upon completion of this course the student will be able to:

1. Upon completion of this course the students should be able to: 1. Recognize that an information need exists and define that need (i.e. question, problem or issue). 2. Formulate an appropriate research query and determine what information is needed to best address the question, problem or issue. 3. Identify potential sources of information and determine which sources of information contain the most appropriate information to address the question, problem or issue. 4. Differientiate different information sources and the type of information contained in each. a. Reference and periodicals. b. audio/visual. c. Internet. 5. Locate and retrieve relevant information in all its various sources and formats by using different information technology tools. a. Search Engines. b. Simple Boolean Logic/Keywords. c. Telnet/FTP. d. Indexes. e. Databases. f. Library Catalogs. g. Guides. 6. Analyze and evaluate the information discovered in different sources to determine its appropriate to the question, problem or issue at hand. a. Timelines, reliability, currentness, and authority. b. Fact, opinion, propoganda, point of view and bias. 7. Organize the information retrieved from different sources. a. Classify, group or label information. b. Recognize interrelationships among concepts. c. Identify

points of agreement and disagreement among sources. d. Revise and redefine the information problem if necessary. 8. Solve or answer question, problem or issue from information gathered. a. Summarize information in students' own words. b. Paraphrase or quote important facts and details when necessary for accuracy and clarity. c. Draw conclusions based on information gathered and students' interpretation of it. d. Organize information into a coherent and logical response to question, problem or issue. 9. Communicate results and conclusions to the questions, problem or issue to others through the format most appropriate for the audience and purpose (i.e. written, oral, visual). 10. Determine how well the final product resolved the information problem and if the steps taken to reach the desired outcome were appropriate and efficient. a. Determine the extent to which the conclusion and project met the defined information need and/or satisfied the assignment (i.e. how well did I do?). b. Consider if the research question/problem, search strategy, resources, or interpretation should have been expanded, revised or otherwise modified (i.e. what could/should I have done differently?). c. Reassess understanding of the process and identify steps which need further understanding, skill development, or practice (i.e. how can I do better in the future?). 11. Apply skills learned to enable life long learning.

Topics & Scope:

1. 1. Introduce different information formats.
   a. Print Resources
   b. Audio\visual
   c. Internet
   2. Review type of information contained in each.
   a. Dictionaries/Encyclopedias
   b. Indexes
   c. Guides
   d. Reference Materials
   e. Internet
   3. Overview and demonstrate how to access information in different formats.
   a. Search Engines
   b. Boolean Logic/Keywords
   c. Telnet/FTP
   d. Indexes
   e. Databases
   f. Library Catalogs
   g. Guides
   4. Introduce and explain information problem solving skills.
   a. Task definition
   b. Information seeking strategies
   c. Location and access
   d. Use of information
   e. Synthesis
   f. Evaluation
   5. Formulate research queries for different problems, questions and/or issues.

6. Review effective search strategies for different information formats.
7. Apply information management skills to real life problems, questions or issues.
8. Present evaluation criteria that can be applied to different information sources.
a. Timelines, reliability, currentness, and authority
b. Fact, opinion, propoganda, point of view and bias
c. Access, cost and fees
9. Introduce different ways of organizing information and proper bibliographic citation formats.
a. MLA/APA
10. Discuss different ways of communicating results and conclusions (i.e. written, oral, visual) to others. (Obj)

Assignments:
Examples of independent assignments to fulfill 36 total hours of required out-of-class work:

1. Primarily College Level. Reading: Required text and periodical articles. Writing assignments: -Evaluation of different information formats. -Formulation of research queries for different problems, questions and issues. -Explanation of search strategies and results. -Research report on real life topic. -Evaluation of how well final product resolved the information problem and if the steps taken to reach the desired outcome were appropriate and efficient. Other: Class presentation -Presentation of final report to class (i.e. written, oral, visual). Class participation and assignments require and develop critical thinking. Examples of critical thinking assignments: By engaging in a real life information problem solving task and then presenting results to the class, students will demonstrate the ability to perform effective information problem solving skills (i.e. locate, interpret, analyze, synthesize, evaluate and communicate information). (Obj)

Class participation and assignments require and develop critical thinking.

Methods of Evaluation:

- Written/Typed Homework
- Term or Other Papers
- Class Performance(s)
- Quizzes/Exams
- Objective exams

Texts, Readings, and Materials:

- **Textbooks**
  California Media and Library Educators Association and California School Library Association. *"From Library Skills to Information Literacy: A Handbook from the 21st Century"* From Library Skills to Information Literacy: A Handbook from the, (1997). Ercegovac, Zorana. *"Information Literacy: Search Strategies, Tools"* Information

Literacy: Search Strategies, Tools, (1998).

UC Transfer Course

University of California, Santa Barbara

CSU Transfer Course

California Polytechnic State University